



T-104

Course Specification



Course Title: Translation Theories
Course Code: ENG26479
Program: BA, English Language
Department: Department of English
College: College of Arts
Institution: University of Bisha
Version: 2022
Last Revision Date: 11-3-2023



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A. General information about the course:

Course Identification	
1. Credit hours:	2 Hours a week
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered :	Level-7/ Year-4
4. Course general Description	
<p>The Translation theories course not only challenges some of the most rudimentary assumptions underlining the concept of translation such as equivalence and faithfulness, but also explores the wider historical and socio-political facets of translation. In addition to examining theories that have emerged from Translation Studies, the course also draws from various other disciplines to introduce students to different approaches that can be used to analyze translation. These include functional theories, cultural and ideological aspects of texts, translation as rewriting and other issues in translation.</p> <p>Through this journey students gain a critical and reflective understanding of sociopolitical implications of translation and the power it yields in the realm of human communication. Students will also be provided with hands-on experience in the use of modern technology in the translation of a wide variety of textual genres, from different fields (legal, financial, technical, scientific, journalistic and literary, etc.). The students will practice translating between English and Arabic, as well as gaining a thorough grounding in the current translation studies.</p>	
5. Pre-requirements for this course (if any):	
ENG6271 Introduction to Translation	
6. Co- requirements for this course (if any):	
NA	
7. Course Main Objective(s)	



By the end of the course, learners will be able to:

1. Develop expressive skills, write efficiently, and analyze competently. The analyses will be based on current trends in translation theory and text linguistics.
2. Do checking, revising, and editing competently.
3. Comment on translation difficulties to reveal possible options available to the translation, arriving at a solution to each difficulty and to justify the ultimate choice made.
4. Address questions and creatively devise workable solutions to the problems that are text-specific.
5. Appreciate the advantages of using computer assisted tools during the process and recognize the limitations and disadvantages of this approach as well.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	24	80%
2.	E-learning	6	20%
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30





B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the history of translation/translation studies.	K1	Lecturing Presentation Discussion Pair/Group Work Cooperative Learning	Quizzes
1.2	Show understanding of the theoretical aspects of translation and interpreting	K1, K 2		Assignments Activities (Classroom or Online)
1.3	Identify recent developments in the area of translation studies.	K 2		Midterm Exam Final Exam
2.0	Skills			
2.1	Use the appropriate translation approach to render texts from SL to TL.	S 4	Task based activities Lecturing Presentation Discussion Pair/Group Work Flipped Classroom Eclectic Method	Quizzes
2.2	Apply workable solutions and ethical reasoning to problems that are text specific.	S 1		Assignments Activities (Classroom or Online) Midterm Exam
2.3	Conduct translation-related projects using appropriate modern tools.	S 4		Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Work effectively both independently and within a translation team.	V 1, V 2	Discussion Demos Presentation	Activities Assignments

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Assess translated documents in the light of translation studies.	V3, V 4		

C. Course Content

No	List of Topics	Contact Hours
1.	Orientation An introduction to main issues of Translation Studies	3
2.	Translation theory before the twentieth century	3
3.	Equivalence and equivalent effect	3
4.	Studying translation product and process	3
5.	Functional theories of translation	3
6.	Discourse and Register analysis approaches	3
7.	Systems theories	3
8.	Cultural and ideological turns	3
9.	The role of translator: visibility, ethics, and sociology	3
10.	New directions from the new media Revision	3
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	-----	10%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Midterm	6-7	20%
3.	Activities (class online)	-----	10%
4.	Assignments	-----	5%
5.	Participation	-----	5%
6.	Final Exam	11 th	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Munday, J. (2016). <i>Introducing Translation Studies: Theories and Applications</i> , London and New York: Routledge- Taylor & Francis Group.
Supportive References	<p>House, J. (2018). <i>Translation: The Basics</i>, London and New York: Routledge- Taylor & Francis Group.</p> <p>Baker, M. (3rd edition, 2018). <i>In Other Words: A Course book on Translation</i>, London and New York: Routledge- Taylor & Francis Group.</p> <p>Dickins, J, Hervey, S. & Higgins, I. (2017). <i>Thinking Arabic Translation A Course in Translation method: Arabic to English</i>, London and New York: Routledge- Taylor & Francis Group.</p> <p>Almanna, A. (2016). <i>The Routledge Course in Translation Annotation: Arabic-English-Arabic</i>, London and New York: Routledge- Taylor & Francis Group.</p> <p>Delpech, E. M. (2014). <i>Comparable Corpora and Computer-assisted Translation</i>, USA: John Wiley & Sons, Inc.</p> <p>Pym, A. (2014). <i>Exploring Translation Theories</i>, London and New York: Routledge- Taylor & Francis Group.</p> <p>Cronin, M. (2013). <i>Translation in the Digital Age</i>, London and New York: Routledge- Taylor & Francis Group.</p> <p>Jakobson, R., & Venuti, L. (2000). <i>The translation studies reader. On linguistic aspects of translation</i>. Routledge, 2.</p>





	Kuhiwczak, P., & Littau, K. (Eds.). (2007). A companion to translation studies (Vol. 34). Multilingual Matters. Baker, M. (2010). Critical readings in translation studies.
Electronic Materials	1. Electronic Materials, Web Sites, Facebook, Twitter, Telegram, etc. 2. http://www.est-translationstudies.org/resources/journals.html 3. http://www.transperfect.com/get_in_touch/get-in-touch 4. https://www.tiki-toki.com/timeline/entry/31805/Introducing-Translation-Studies/
Other Learning Materials	Other learning material such as computer-based programs/CD, professional standards or regulations and software.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Well-equipped classroom with a smart board, data show.
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> Students Teacher Program Coordinator Peer Reviewers 	<ul style="list-style-type: none"> Questionnaires. Direct feedback. Peer reviews reports. Class observations and reviews. Annual staff reports. Course and program reports.
Effectiveness of students assessment	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Questionnaires Direct feedback. Peer reviews reports. Class observations and reviews. Annual staff reports.





		<ul style="list-style-type: none"> • Course and program reports. • Exam paper evaluation
Quality of learning resources	<ul style="list-style-type: none"> • Teacher • Program Coordinator 	<ul style="list-style-type: none"> • Questionnaire. • Course and program reports.
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> • Teacher • Program Coordinator 	<ul style="list-style-type: none"> • Exam results analysis. • Course and program reports.
Effectiveness of improvement plans	<ul style="list-style-type: none"> • Teacher • Program Coordinator 	<ul style="list-style-type: none"> • Course and program reports.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

